



PROGRAM MODEL
SAFE & PROTECTED CHILDREN

Work to build a better world
More protection, less violence



**SAFE & PROTECTED
CHILDREN**

Work to build a better world

More protection, less violence



A world where children exercise their rights and reach their full potential

HOME



Each section is an active link, click on the title and You may navigate through the document

WHO IS CHILDFUND?

PARTNERSHIPS

PROGRAM MODEL

MONITORING

LEARNING COMMUNITY

ANNEXES

1.

2.

3.

4.

5.

6.

1.1 ChildFund International and ChildFund Alliance

4

2.1 How and with whom we work?

17

3.1 Model Overview

25 4.1 Partner Agreements:

40 People who have participated in the process

49

- Partnerships Matrix
- Risk Matrix

50

1.2 Funding Sources

5

2.2 Strong local partners and partners

3.2 Why program models? 26

4.2 Disaster Risk y Emergency Response

40 Co-creation Program Model Safe & Protected Children

- Logical framework
- Strategy Paper

1.3 Our Approach to

6

2.3 Community Mobilization

3.3 Logical Framework

27

4.3 Sustainability Strategy 41

- "Destination 2020"
- Reference Manual ChildFund's Theory of Change

Child Development

1.3.1 ChildFund's Theory of Change

6

2.3.1 Community

3.5 Technical Standards

4.4 Monitoring, Evaluation and Learning (MEL)

41

- Matrix Analysis, Theory of Change for Program Models

1.3.2 Gender and Diversity Based Approach to Rights

8

2.4 Roles and Responsibilities of Local Partners and ChildFund

3.6 Supporting child development milestones

4.4.1 How do we know about quality and success?

41

- Content Implementation Map
- Detailed Curriculum content

1.3.3 Protection and Child Participation Focus

13

2.4.1 Local members

3.7 Sponsorship and Program Integration

4.4.2 ChildFund's Approach to Monitoring, Evaluation and Learning (MEL)

42

The participation of children and ChildFund's area of excellence

14

2.4.1 Local members

3.7 Sponsorship and Program Integration

4.4.3 Quality assessment and continuous improvement

44

- Methodologies that are a part of the Program Model

1.3.4 Why Safe & Secure Child?

15

2.5.1. Policy Advocacy for ChildFund
2.5.2. Advocacy and it's connection to the model
2.5.3 Government
2.6 Potential Partners

3.9 Curriculum content, methodology and tools
3.9.1 Module_1_Friendly_environments
3.9.2 Module_2_Positive_relationships
3.9.3 Module_3_Peace_construction
3.9.4 Module_4_DRR
3.9.5 Module_5_Magic_Moments
3.10 Continuous Training and Support

4.5 Budget
4.6 Theoretical framework and tools
• Survey of Knowledge, Attitudes and Practices - KAP
• Magic Moments Guide
• Detailed budgeting guide

44

48

3.11 Risk Analysis

39



I. Who Is ChildFund?

1.1 ChildFund International and the ChildFund Alliance

ChildFund Alliance is a global network of child-centered development organizations, working in the poorest countries of the world, to create opportunities for disadvantaged children. The mission of each member of the ChildFund Alliance is to create long-term solutions that are sustainable and based on community development to face problems affecting children and their families. With the combined strength of 12 organizations that make up the alliance, ChildFund encompasses and expands the scope and reach of its members, to change the underlying conditions that prevent girls, children, adolescents and young people reach their full potential.

ChildFund International, a member of the ChildFund Alliance is an independent development organization, with over 75 years of presence in the world, implementing sustainable development programs focused on children. ChildFund International has global presence in 25 countries around the world and implements its programs through 326 partner organizations influencing millions of children, adolescents and youth.

The **Vision** of ChildFund International is "a world in which infants, girls, children, adolescents and young people exercise their rights and fulfill their potential."

The **Mission** of ChildFund International is "Helping infants, girls, children, adolescents and young people living in conditions of deprivation, exclusion and vulnerability to be able to improve their lives and the opportunity to become young adults, mothers, fathers and leaders who generate positive and lasting change in their communities. Promote societies whose individuals and institutions involved in the protection and promotion of value and rights of children. Enrich the lives of employees of ChildFund through their support to the organization's cause. "

In 2016 ChildFund, globally celebrated its achievements in the context of its overall strategic plan developed in 2010 whose objectives were aimed at developing strong core programs and have proven that the situation of the lives of infants, girls, children, adolescents and youth (INNAJ); families and communities have improved in terms of children exercising their rights at various levels. However, it was clear that the current challenges are multidimensional and that in order to overcome them requires social actors to transform in order to accelerate the achievement of the desired impact.



ChildFund International in its 2017-2020 global strategy called "Destination 2020: Innovation, value and impact"; clearly describes the organizational priorities and mechanisms for measuring success that have been established for the purpose. The strategy for this period has identified strategic priorities related to the emphasis of Child Protection in the programs that are implemented, generating a culture of innovation to achieve greater impact and a lasting relationship with donors. For this purpose, program models propose a comprehensive and coordinated view of the different organizational components, including partnerships.

1.2 Funding Sources

ChildFund's work is made possible by a wide range of funding sources, including ChildFund's own funds, which come from individual donors, are an important source. These donors consistently contribute to support the implementation of programs to generate holistic development of infants, children, adolescents and youth and at the same time impact their community environment, with an ecological approach.

Organizing individual sponsorship has historically been the main source of funding for ChildFund. These funds from individual donors support the long-term presence, which simultaneously allows a direct link with the process of development of children, families and communities, with the understanding that sustainable development is an ongoing effort over time. With the funds pooled at the community level:

Children, adolescents, their families and communities have the ability to generate an active participation in local level interventions.

One can work with children throughout their child and design programs to create the best conditions for this target population in each life stage.

One can establish strong and lasting relationships with local partners. Besides being a best practice in global development, this aligns with funding trends as governments and individual donors increasingly direct their resources to local organizations.

ChildFund International combines the possibility of having sponsorship funds with a business development strategy and generating new opportunities for donors over time in order to complement the existing model and support programs. The organizational goal in this sense is to nurture and cultivate existing relationships with current donors and sponsors while attracting new donors to join this network of contributions.

Within this resource diversification strategy, international donors add and grant resources to fund projects that contribute to program models, so the strategy incorporates the capture of resources of private enterprises and other organizations. This wide range of funding sources will contribute to reach the proposed goals and generate greater impact.



1.3 Approach to Child Development

1.3.1 ChildFund's Theory of Change

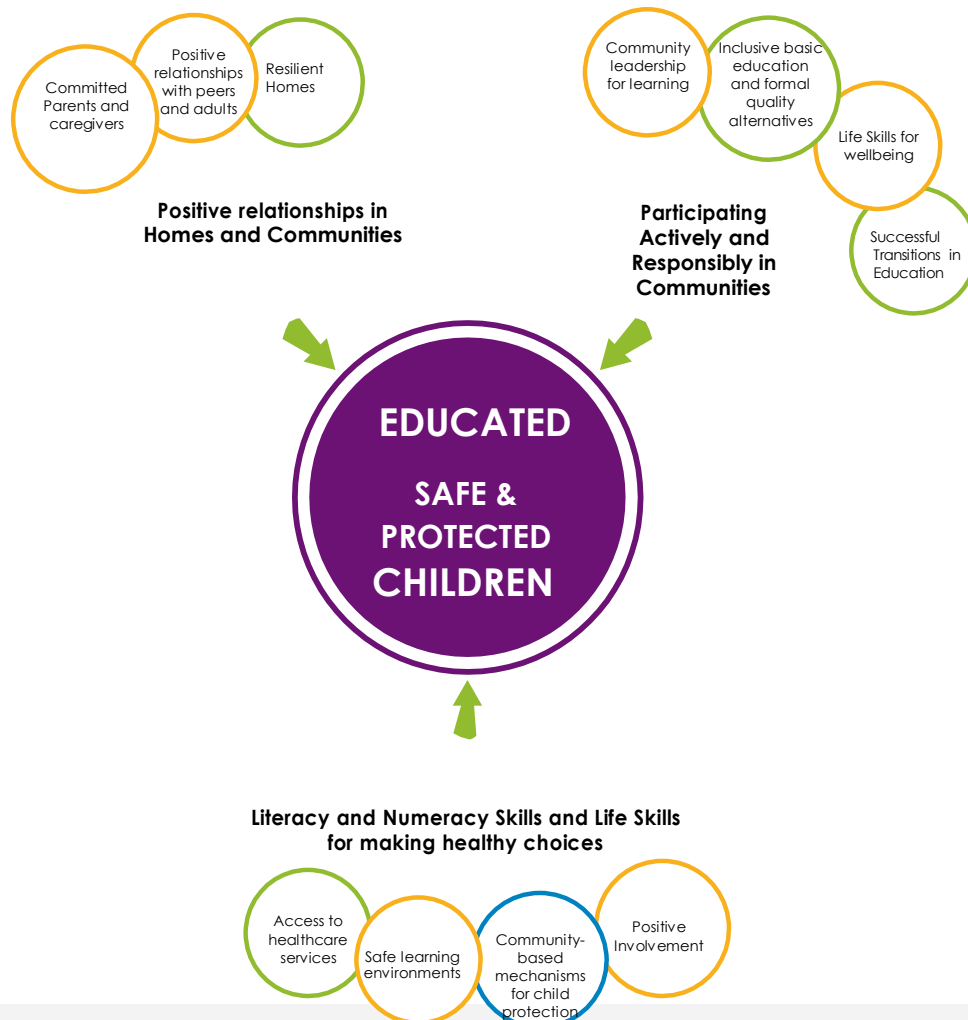
The theory of organizational change hypothesizes how ChildFund expects change to happen in the world. The dual purpose or central goal is to help children and adolescents found in conditions of deprivation, exclusion and vulnerability to improve their lives and become young adults who bring positive change to their communities, and promote societies that value, protect and promote the value and rights of children.

The Program Model is based on Life Stage 2 of the Theory of Change. When girls, boys and young adolescents between the ages of 6 and 14 extend their scope from home to school and to the community, they need adequate protection and adequate skills and knowledge, ranging from literacy and numeracy, to life skills, to being healthy, gaining independence and interacting positively with adults and their peers. ChildFund seeks that disadvantaged; excluded and vulnerable children in this life stage can have equal opportunities to grow and learn in the academic field, but also in their aspirations, creativity, confidence, social and emotional skills, participation and leadership. A number of factors prevent girls and boys from exercising their rights and disrupting their development. In addition, during this stage, peers and adults are more important because girls and boys begin to identify with gender norms, the behaviors, roles and relative power assigned to women and men in a given society that may limit equitable access to services by girls and boys. It is important to work with parents, teachers, other adults and children themselves to effectively guide these challenges and foster a protective environment in which all children and girls can flourish to make the transition to Life Stage 3 as educated and self-confident girls and boys.

The goal of life stage 2 is to support girls and boys to develop their potential, be in good health, have access to quality educational opportunities, have positive relationships with their peers and with adults, grow up in a family that takes care of them and protects them, and be encouraged by their communities to participate meaningfully in the changes that affect them.

The theory of change in stage of life 2 has **11 pathways** established, which add up to contribute to the domains; in the program model, seven of these paths are emphasized in the search to personalize the interventions in the different development needs.





This chart below displays the domains and pathways from Life Stage 2.

- Orange represents the prioritized paths in the Safe & Protected Children model
- Blue represents the transversal approach to Community based Children Protection mechanisms.

1.3.2 Gender and Diversity Approach on Rights

According to the Office of the United Nations High Commissioner for Human Rights: "...they are Universal legal guarantees

That protect individuals and groups against actions and omissions that interfere with the freedoms and fundamental rights and human dignity",

And have the following characteristics

- They are universal, inalienable rights of all human beings (without discrimination on grounds of race, color, sex, language, political or other opinion, national or social origin, property, birth or other status)
- Focus on the inherent dignity and the equal value of all humans
- They are the same (economic, political, cultural and social rights, civil, have equal validity and importance) are indivisible and interdependent
- They cannot be suspended or withdrawn
- Impose obligations of action and omission, particularly the states and state agents
- They have been guaranteed by the international community
- They are protected by law
- Protect individuals and, to some extent, groups
- You cannot renounce them



Since the promulgation of the Convention on the Rights of the Child (1989) it has been adapting legislation to the principles enshrined in the Universal Declaration of Human Rights. Although legislation and the legal system of each country is usually different, almost all countries have been devoting special measures for their protection, and legislative level even constitutional rights.

Children's rights include the following:

- To life
- To health
- To rest, leisure, play, creativity and recreational activities
- To freedom of expression and to share their points of view with others
- To a name and a nationality
- To a family
- To protection during armed conflicts
- To freedom of thought, conscience and religion
- To protection against neglect or negligent treatment
- To protection against child labor and economic exploitation in general
- Education, which shall be free and compulsory, at least in the elementary stages
- To protection against all kinds of sexual exploitation/or abuse

The practical application of human rights is sensitive to the culture or cultural context, under the concept that all cultures are changed over time by internal and external factors (UNHCHR, 2006). Cultural practices must be seen in the light of human rights; if they violate human rights, they are considered harmful practices that need to disappear or be changed (e.g. female genital mutilation/preventing girls from attending school).

In the context of human rights, there are two important terms:

Rights holders:

"A person or groups of persons to whom the ownership, exercise and guarantees of rights are referred" (FONDGCAM); they have the right and the obligation to demand the compliance of human rights.

Duty bearers:

Those on whom responsibilities and compliance with human rights can be demanded (obligation to respect, protect and fulfill these rights in a progressive way avoiding reversibility). Among them are the States as the first holder, but there are also the so-called moral titular of duties that are the organizations, companies and individuals.



What is human development and how is it measured?

Human development is a process that offers people greater opportunities and emphasizes the satisfaction of the rights of the human being to have health, education and enjoy dignified living conditions including political freedom and participation as well as other human rights. It seeks to sustain the gains made over time, to fight against the processes that impoverish people, and to stop oppression and structural injustice. The current human development framework is flexible, dynamic, empowering and focuses on people as its main concern².

Equity

Sustainability

Respect for human rights

And other key bases:

Democratic governance

The rule of law

Peace and security

According to the UN, good governance³ in total congruence with human rights by basing both on "basic principles of participation, accountability, transparency and State responsibility."

² UNDP, 2010 and 2000

³ **Good Governance:** A concept that emerged in the late 80s "Governance refers to mechanisms, institutions and processes through which authority is exercised in the conduct of public affairs" (OHCHR, 2006: 17).

Currently, and since 1990, the United Nations Development Program is the entity in charge of reporting to the world on the progress in human development of each country, under the implementation of several measurement tools. The Human Development Index (HDI), which included longevity, basic education and minimum income, has been added, as of 2010, the Human Development Index adjusted for inequality, the Gender Inequality Index and the Multidimensional poverty. In the future, indicators related to sustainability, empowerment and other fields of global relevance will possibly be generated.

Why development and rights together?

UNDP (2000) indicates that since the end of the Cold War⁴, They have parallel paths and then converged to a common purpose: **"Guarantee freedom, welfare and dignity of every human being."** According to the Human Development Report 2000:

Human rights is an intrinsic part of development

The development is a means to realize human rights

Human rights embody the principles of accountability and social justice in the process of human development

The fight for human rights is a common purpose between people

⁴ Cold War confrontation between the Western-capitalist blocs with US leadership and communist East under the leadership of the Soviet Union, which occurred since the end of World War II (1945) until the dissolution of the USSR (1991).



In 2005, during the UN World Summit, the focal point on the discussion table was the fact of putting human rights at the center of all the efforts of the organization. Since then, much progress has been made and the focus remains constant.

What does development with a Rights Based Approach imply?

The OHCHR defines this approach as "a conceptual framework for the human development process that is based on international human rights standards and is aimed at the promotion and protection of human rights." The ultimate goal of all policies and programs of development is the fulfillment of human rights, based on the analysis of inequalities that give rise to development problems and incorporating "the correction of discriminatory practices and the unjust distribution of power" (idem). This is a field still under construction with characteristics such as:

- People are the most important thing
- Definition of who are the holders of rights and who are the duty bearers
- Strengthens the capacities of duty bearers to fulfill their responsibility to guarantee the rights of right holders
- People are catalysts for development; their effective and constructive action is consolidated by strengthening the development of capacities to claim their rights

- Emphasis on the achievement of results and the development of processes; both are monitored and evaluated
- Institutions, policies, processes, programs and plans with the greatest possible participation and coverage
- People are involved in the detection of possible negative effects
- Any aspect that generates exclusion is monitored

When human rights are not met, the responsibilities of the agents (accountability to the social system) are analyzed, which provides a broader perspective and scope than if only unmet needs and demands were met.

"The Rights Based Approach is a framework that integrates the norms, principles, standards and objectives of the international human rights system into development plans and processes⁵." Although human rights have an indivisibility character and have equal value, for practical reasons it is possible (necessary) to prioritize them. The NGOs, which have assumed a Rights Based Approach, fulfill a role of social change agents assuming the responsibility that falls to them as moral holders of duties promoting the satisfaction / guarantee of certain rights - often determined by their programmatic choice (in the case of ChildFund it is girls, boys, adolescents and youth).



Other elements that provide the opportunity of alignment with the ChildFund International strategies are:

- Application of the gender perspective to the different challenges faced by women and men
- Prioritization of children, adolescents and young people with greater exclusion and vulnerability
- Planning taking into account aspects related to youth in crisis (society in crisis that affects youth and / or youth in crisis that affects society), under observation and addressing the risk factors

All development project with a Rights-Based Approach, addresses the development of the duties holders' abilities to fulfill their obligations and the rights holders' capacities to demand them

- Adopt key processes and actions for the implementation of a framework to promote agency development in girls, boys, adolescents and youth and the implementation of the ChildFund strategy
- Scale the best practices assuming greater influence

Depending on whether girls, boys, adolescents and young people are taken into account as rights holders, various intervention components that can provide sustenance are broken down and provide some action indications with duty bearers:

1. Involve girls, boys, adolescents and young people in significant learning-action-involvement processes (opportunities to: Develop character and attitude of overcoming personal and collective challenges; learn useful things by themselves; learn with and from others, sharing ideas, advances, problems and dreams; put into action or practice what you have learned while being useful to others; have fun while learning and acting).
2. Facilitate methods and tools for meaningful and quality learning-action-involvement including:
 - a. The cycle of **psychosocial development** in areas of personal and social development as self-esteem; motivation; knowledge of how to improve themselves and their context to make a difference; decision on whether or not you want to be different, on what and how it is achieved; act on their own behalf and in the name of what surrounds them with their own action projects
 - b. The **transformation of conflicts** with learning and the practice of non-violent behavior based on the development of conflict transformation and peace-building skills and attitudes and behaviors oriented towards positive change
 - c. The cycle of **involvement**: listen to them; validate your opinions with criticism, comments or feedback; trust in their decisions and open opportunities for action; mobilize them as active agents of change and leaders (those); reflect critically making them take responsibility for learning from their acts
 - d. Participatory research-action, social **entrepreneurship and leadership**
 - e. **Strengthening of analytical and strategic** thinking through the analysis of context and advocacy



3. Promote supportive environments and relationships to improve learning-action-quality involvement processes

- a. **Protective environments and support** for the promotion of their development and empowerment (agreements with the holders of duties) so that leadership can be developed
- b. **Building influential relationships** to create their own protective fields so that they have a healthy development and transition to adulthood and open spaces for their positive involvement.

4. Build solid foundations and a stable infrastructure of operation at all levels of the organization to achieve effective Involvement:

- a. Outreach strategies for **effective involvement** (connection with existing organizations, ensure diversity in participation, rotation of leaders to ensure continuity, etc.)
- b. Establish adequate work environments and environments (support system that provides a work space in their own communities, office resources, etc.)
- c. Build understanding and common agreement among all interested parties, internally and externally of the organization, about their **participation in processes of change**
- d. Involve them in **participatory processes of serious research** and analysis to identify issues and focal points of action
- e. Create mixed work teams with their participation and that of adults to achieve common objectives
- f. **Train capable Adult** women and men to work with them and support them effectively

- g. Forge **opportunities for continued access and influence** that involves cultivating an audience and creating demand for the involvement of children and youth

1.3.3 Protection Approach

The Protection Approach is part of the compliance with the Child's Rights convention to promote respect for children and adolescents. It is based on the observation and the consensus regarding the need to redouble efforts in assistance, special care and protection of children. The Convention on the Rights of the child defines that boys and girls have "the right to the promotion of the best interests of the child, to protection against sexual exploitation, armed conflicts, narcotics, abuse and abandonment, and to the rehabilitation care after abandonment, exploitation or mistreatment"⁶

ChildFund's approach to child protection takes into consideration that violations of the rights of children and adolescents are generally part of accumulated and interconnected disadvantages. Therefore, it frames its programmatic responses to the protection of children within the paradigm based on a holistic approach. It also focuses on ensuring the right of girls and boys to protection, through specific measures to prevent and respond to abuse, neglect, violence and exploitation. This way, ChildFund is taking a systemic approach to child protection; its child protection initiative is integrated with other programs and undertaken through specialized interventions to mitigate the specific risks and adversities that have an impact on infants, children, adolescents and young people in conditions of deprivation, exclusion and vulnerability⁷.

⁶ "Child and adolescence, 28 years after the child's rights convention", Module 1.

⁷ Document Child Protection in ChildFund: global initiative 2017-2020



ChildFund strengthens preventive and protective measures at local levels together with the general systems of protection of child and well-being of children, ensuring that girls, boys, adolescents and young people are active agents in their own protection, based on their evolutionary capacity.



ChildFund's **ecological approach to protection** points out specific investments in strengthening capacities, knowledge and actions at all levels of the organization and within its collaborations with local partners in order to:

1. Identify, prevent and respond to abuse, neglect, exploitation and all forms of violence against children.

2. Mobilize families and communities to better care for and protect children, deepen the knowledge of the communities in the protection of children and linking it with support services as well as improving the formal and informal structures that protect children.
3. Create opportunities for children, adolescents and young people to be heard and act for their own protection and the protection of their peers.
4. Mobilize formal government systems to carry out coordinated services for the protection and well-being of children, including alternative care where necessary.
5. Ensure that child protection systems and interventions are appropriate for children and youth.
6. Ensure a focus on child protection in emergency response.
7. In the programmatic approach specifically, at age (6-12 years), specifically, child protection interventions focus on safe and meaningful participation, healthy relationships and education to build life skills in child and youth and thus ensure safe and welcoming learning environments for children. We know that the school is a very important space for the development of the child, after the home, it is the second place where they spend the most time of the day. The relationships that you have there and the situations that you live will also leave important traces. (Document presentation forum girls and boys ChildFund, Mexico 2006)



Child Participation and ChildFund's Area of excellence

The participation of children throughout the model includes specific opportunities for the meaningful participation of children and young people in activities, decision-making processes and monitoring activities throughout the project cycle. This includes how safe spaces will be developed for the participation of children and any risk related to protection that should be considered.

Children can be agents of change for the prevention and reduction of violence in their communities. Their significant and active participation will improve the results of the model and ensure greater sustainability. Participation must be voluntary, inclusive, appropriate for the age, supported by trained adults, respectful of the needs of children and adolescents and safe. For children to become fully involved, an evaluation and mapping exercise for children's participation must be carried out, which recognizes cultural and gender norms that promote submission and lack of participation. For example, gender norms that often teach girls from an early age that shyness and subordination are attractive feminine qualities, which often inhibits their active participation. With these considerations, it may be necessary to address social norms in the community through advocacy to open the door to children's participation and ensure safe spaces in the beginning of the implementation of the model.

Participation as a target group allows them to be recognized as active members of a group, considering the different moments, sessions or themes that the model establishes, as well as participation as senders and receivers throughout the implementation of the model, subjects of rights and as actors within the community in safe spaces

1.3.4 Why safe and protected Children?

The name **Safe and Protected Children** was proposed and selected by the members that formed part of the process of co-creation of the Program Model through the Learning Communities.

The name is **relevant** for children, emphasizing protection and what it means for an individual to feel safe in different areas during the development process; the name promotes and motivates concrete actions towards children in terms of reducing manifestations of violence in the environments where it is located.



**SAFE & PROTECTED
CHILDREN**



II. PARTNERSHIP

The validity of the **Sustainable Development Goals** highlights the need to work in partnerships to achieve effective results and generate greater impacts in an efficient and sustainable manner. This global objective convenes and encourages organizations from different sectors to generate strategies that allow them to achieve their organizational objectives through partnerships and strategic alliances with organizations that share common visions and objectives.

According to "The Partnership Initiative"⁸, the hypothesis behind the partnership approach is that only through comprehensive and comprehensive collaboration among all sectors can they ensure that sustainable development initiatives are sufficiently integrated and coherent so that they can contribute to face the most complex problems. Isolated work, sometimes with interventions that generate competition between actors, or duplication of efforts generate an inadequate use of resources. Additionally, the disarticulated work has sometimes influenced the reinforcement of a culture of signs where negligence and chaos is attributed to a third party as their fault. In this context, the partnerships promote an opportunity to manage development through the recognition of the competences and qualities of each sector and the possibilities of linking them for the common good,

Partnership **promotes** innovative approaches to face the challenges of development, contributes to generating facilitating mechanisms to share competencies and capacities in a way that allows common and complementary objectives to be achieved in a more efficient, legitimate and sustainable way than in cases where each actor operates separately. Additionally, the partnership **facilitates** access to diversify both human and technical resources, knowledge, physical and financial resources. Finally, the partnerships help to boost **collaborative** networks and promote collective commitment in the community, as well as increasing the ability to influence the public agenda. These dimensions of the partnership are based on a greater understanding of the values and contributions of each actor, which favors the construction of more integrated and stable societies. By incorporating the partnership approach, it is essential to recognize that it poses key challenges that must be addressed effectively, while acknowledging that each actor raises its own priorities and may have difficulty accepting the priorities of other actors. However, the analysis of these conditions must be considered and their differences recognized in order to reach a common commitment. In this sense, members must be willing to work together based on **principles** of:

- Equity
- Transparency
- Mutual benefit

⁸ "The Partnering Toolbook", 2011, The Partnering Initiative.



Equity, guides the added value that each partner brings.

Transparency by virtue of its orientation towards trust, that is, that the members have the will to innovate and take risks together.

Mutual benefit, which becomes a commitment because it favors the construction and maintenance of the partnership in the long term.

These principles must be collectively constructed and promoted throughout the partnership cycle. It is necessary to promote joint exploration and open discussion of these principles among potential partners prior to the formalization of the relationship of partnership even when the values were modified in the future of the relationship under the agreement of the actors. The important thing is that each one of the actors of the partnership accepts and agrees to adopt and adhere to these common values and principles.

At a global level, ChildFund has developed several documents that guide and contribute to promote, build and strengthen partnerships at different levels:

- Global Strategy "Destination 2020"
- Global Strategy local partner "Local Partner Strategy", FY14-FY20
- Conceptual note for the Evaluation of Local Members (*Local Partner Assessment Concept Note*)
- Guide Review Local Partners (*Local Partner Assessment Guidance*)
- *Partnership Strategy (update January 2018)*

2.1 How and with whom we work?

As established organizational Strategy Partnerships (Updated January 2018), the **aspiration** ChildFund is to become an international development organization that works with a portfolio of strategic and strong partners who are a powerful force, capable of delivering core programs focused on the development of children in the community. In addition, that at the same time contribute to broader advocacy efforts alongside and for children and adolescents in areas of development, rights and protection at the national, regional and global levels.

The partnership **strategy** additionally states that the consolidation of a strong partner portfolio is required. This, guided by a partnership strategy, puts forward a shared vision of the future, which allows as a competitive advantage in the partnership, an effective response to the challenges faced by the most marginalized and excluded population both in everyday conditions and in emergency situations. Thus expanding the geographic scope of the interventions, generating joint innovation, legitimizing and deepening efforts in advocacy, increasing the economic value of the Program Models and positioning ChildFund in order to increase the financial income of local and international grants and donors.

Alignment with the institutional purpose requires the development and strengthening of strategic partnerships oriented approach to compliance at different organizational levels. This approach should establish long-term program objectives, partnership decisions based on analysis of individual contributions towards a shared mission, goals and objectives linked to results and support the mission and values of the organization.



The portfolio of partners, according to the strategy of ChildFund, must, for its part, catalyze an institutional asset that, based on strong and long-term partnerships, generate credibility and external reputation. To this end, the actors in this partnership portfolio must play a clear role in meeting the strategic objectives and be able to achieve quality standards in the management and governance of programs, which in turn catapults strong partners, as well as the brand of the organization, to leverage their profiles and opportunities for growth and sustainability.

2.2 Strong local partners and partners

Within the framework of developing a network of strong partners, ChildFund Country Offices need to clearly express their value proposition in the partnership, so that other actors clearly identify the differentiating elements that summon them in their nature as local or national organizations to form part of **a collective effort that promotes and protects children and adolescents** who experience situations of deprivation, exclusion and vulnerability. The value proposition therefore needs to become the starting point for the consolidation of partnerships with current partners, as well as in the process of incorporating new strong partners.

The Program Model allows the promotion of a **portfolio of partnerships** that facilitates the participation of adolescents, young people as leaders and defenders of rights in the political, social and economic spheres at the local and national levels. Likewise, the portfolio of partners should contribute to strengthening an organized civil society that leverages knowledge and resources in the development and implementation of best practices and in political advocacy as fundamental elements for the fulfillment of the rights of children and adolescents.

There are several ways of partnering to help generate greater impact in the communities where the Programs are implemented. In the following matrix you will find some of the ways in which this diversity of partners can be generated. **See Annex # 1**

2.3 Community Mobilization

The Safe and Protected Children model recognizes communities as bodies that move together in the search for solutions and management of their own development; with this a scaffolding that will allow the sustainability of the implementation of the model, in turn that this body will allow spaces for consultation, dialogue, communication, agreements that benefit and advocate for children, as well as recognition of parents and caregivers as key actors in the process. Mobility for the purposes of political advocacy, awareness-raising and changing limiting social paradigms.

2.3.1 Community

It is here where diverse dynamics can be observed moved by actors who, by their decision, role or responsibility, will focus on actions and that, with the appropriation of the program model, will allow the organization and the concrete action that the model identifies. In this sense, three **key actors** are identified:

Volunteers and roles that they can perform:

- a. Mobilization of participating caregivers and the wider community, including community leaders and support for caregivers and the needs of infants and other program content. It also addresses a broad social context through stimulation of caregiver



- b. Facilitation: Community facilitators learn the program with caregivers.
- c. Supervision: Community facilitator leaders supervise and support all community facilitators during regular and in-service sessions during work with caregivers.

Community leaders and roles that they can perform

- a. Community mobilization within the concept of caregiver support and recruitment of trained community caregivers.
- b. Along with community facilitators, identifying households with infants at risk or vulnerability protection.

Community-based children protection mechanisms

1. Link caregivers to the Community Mechanisms for the protection of children, making them see their functions
2. Together with the facilitators of the community, identification of homes with infants with risk or protection vulnerability
3. The roles and responsibilities of the actors of all
The sectors include:
 - a. Support sessions related to the area or sector
 - b. Provide relevant services to caregivers

2.4 Roles and Responsibilities of Local Partners and ChildFund

2.4.1 Local Partners

ChildFund is responsible for making available to the country, families, communities and target groups of this program model, a portfolio of partners that interact at various levels; therefore, the country office, together with its local partners, is required to promote a broad dialogue for the identification of different levels of partner, both in terms of the implementation of the program model according to the proposed delivery model, as well as in terms of the identification of other levels of alliances and partners.

It is important that in this framework, in a participatory manner, public and private partnerships are defined that need to be developed to strengthen the spaces for participation, leadership development and inclusion of adolescents and young people in the economic and productive life of their communities and families.

Implementing the Safe and Protected Children Model will require a variety of strong partnerships. The first are strong local partners leading the implementation of the model program and establishing cooperative working relationships with partners. The second are partnerships with community representatives: volunteer facilitators, community leaders, Community Child Protection Mechanisms, and representatives from all sectors. Together with the community representatives provide direct support to the caregivers. Third are partnerships with the government. The government can and should support the Safe and Protected Model to ensure its sustainability. Partnerships with clear functions will set the program model on its path to success.



2.5 Advocacy and local partners

2.5.1. Advocacy for ChildFund

Political advocacy plays an important role in the fulfillment of ChildFund's mission and objectives in defending the rights of children and adolescents as it is the main tool for building sustainable change through the establishment and implementation of public policy, the active participation of children and adolescents to bring their voices closer to decision-makers, and the positioning of ChildFund as an organization that works jointly with government institutions in a changing global environment.

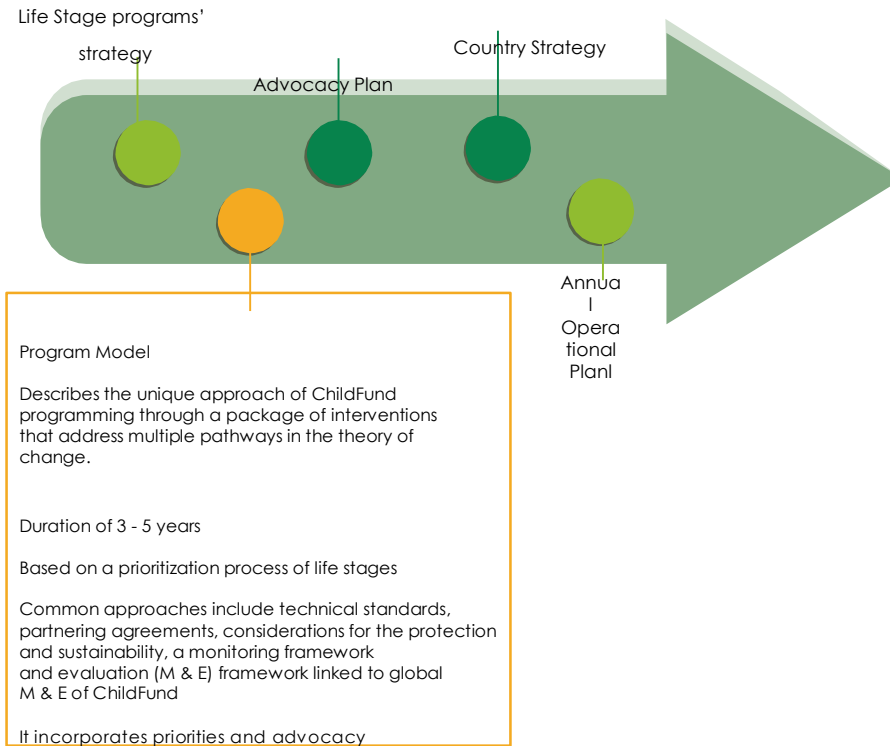
ChildFund is committed to supporting countries in meeting the **Sustainable Development Goals**, especially those goals that enable work to eradicate violence against children and adolescents, such as **Goal 16.2**: End abuse, exploitation, trafficking, torture and all forms of violence against children; **4.1**: Eliminate all forms of violence against children and ensure that children have access to safe, inclusive and effective learning environments; **5.2**: Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other forms of exploitation; **5.3**: Eliminate all harmful practices such as child, early and forced marriage and female genital mutilation and **8.7**: Eradicate forced labour, contemporary forms of slavery, trafficking and the worst forms of child labour.

ChildFund's action in programs and projects within communities is leveraged at national and local levels

through advocacy initiatives. ChildFund defines advocacy as the deliberate process of influencing decision-makers to support changes or implementation of evidence-based policies that contribute to ChildFund's mission of valuing, protecting and promoting the value and rights of children. In the case of ChildFund, advocacy must be planned, targeted at people who have the authority, power and responsibility to make the policy changes that ChildFund seeks and based on evidence of the existence of a problem.

ChildFund's advocacy efforts should focus on changing or updating existing policies (laws, regulations, etc.) and recommending policies where these do not exist (policy gap) or ensuring that an existing policy is implemented in a way that allows ChildFund's impact groups (children and young people in need, exclusion and vulnerability) to benefit from the policy in question.

At the local level, advocacy will work on two important fronts: the creation of local public policy on the issues prioritized within each program model (ordinances, local development plans, etc.) as well as for the strengthening of local rights protection systems (protection routes, referral and counter-referral processes to public services, restitution of rights, etc.) and, on the other hand, work at the community level for rights holders to carry out rights enforceability exercises guaranteeing the accessibility and availability of public services as well as the fulfillment and landing of protocols and national public policy at the local level.



2.5.2 Advocacy and its connection to the model

The program model at the level of immediate results proposes that schools and the community improve their knowledge in the prevention, detection and referral of cases of violence, strengthening the abilities of the different actors of the community in general to reduce the risk factors. This result is strongly linked to community-based community protection mechanisms, since it identifies risk factors, protective factors and behavior that protect; this will raise the level of participation of the various committees, parents, teachers and the empowerment of action plans that will link the guarantors of rights.

At the **output** level, the module continues to emphasize the fulfillment of the results with an element of local influence, indicating that schools and the community are organized and involved in mechanisms to protect children and adolescents; On the one hand, considering the children and adolescents as those who report and are heard by the community itself; as well as the formal proposal to promote peaceful and resilient school and community environments; the latter from the teachers, leaders and community.

The model will lead to key messages to decision makers, since from the different areas in the implementation of the program will be evident what the absences are in terms of the modules that have been established, clearly linked to regional bets and that are of interest towards different levels.

From the **Rights based approach**, the model will be working on different rights groups that will enable children and adolescents to recognize and understand the dimension of their rights, analyze gaps, review the protection system as such and how they can perform audit regarding the lack of guarantees in their environment.

Advocacy intersections, according to the Advocacy Guide, aimed at Country Offices

Communication and campaigns that generate change in social awareness and position child protection in the community's environment are not considered advocacy; however, when communications focus on influencing decision-makers to create wider impact, they will be part of the advocacy strategies used by the organization.



2.5.3

Government

Close collaboration with the government is essential for the Safe and Protected Children to build a network of support among local, regional and government agencies. Supporting the government's commitment to supportive oversight and other activities in practice creates a long-term acceptance of the model.

Government agencies are in advantage in terms of their location to provide services that right holders require. The functions and responsibilities of the Government in the program model include:

- Promotion of the concept of caregiver support
- Participation in content training of Government partners on the content of the program model
- Participation in the supervision of community facilitator leaders on an ongoing basis both during regular meetings and in service during work with caregivers

2.6 Potential Partners

It presents a mapping of potential partners, government agencies, international cooperation and peer organizations that can be considered as potential partners to generate greater impact. See

[Annex No. 2.](#)



III. PROGRAM MODEL

The Convention on the Rights of the Child defines that boys and girls have "the right to the promotion of the best interests of the child, to protection against sexual exploitation, armed conflicts, narcotics, abuse and abandonment, and to the rehabilitation care after abandonment, exploitation or mistreatment "

Different scientific investigations from biological and social areas confirm that violent environments affect different areas of development, being of special relevance when the affectation occurs in the period from pregnancy to adolescence, having long-term consequences, being at greater risk of suffering physical, mental and behavioral problems in adulthood, such as exercising violence; suffer depression, experience addiction, eating disorders, tendency to experience high-risk sexual behaviors, unwanted pregnancies, suffer from heart disease, cancer, suicide, as well as sexually transmitted diseases

Most adults, however, represent violence and punishment as an act that is justified in that it serves to educate and correct children, and they do not perceive it as a problem of violation of the human rights. The humiliation and mistreatment of girls and boys modulate interpersonal relationships with a high degree of social acceptance, including not only the family environment, but also the violence developed in the school and the educational environments, violence in the community, in the institutional spaces, in the workplace.

It is important to visualize and consider children as subjects of rights and agents of their own development, as well as actions to implement and comply with said rights, starting with the respect and fulfillment of parental responsibilities, the involvement of the community and society in general to guarantee these rights, but also, the obligation of the states to comply with the principles established in the Convention on the Rights of the Child in each stage of children's lives.

This is how the Safe and Protected Children Program model to be **implemented** in schools and/or community spaces incorporates the minimum components tested to effectively reduce multiple forms of child and youth violence in the school and in the community, providing an approach to improve the abilities and parental abilities of the caregiver and educational personnel and the consequences that their practices have on the child.

The program model **seeks** that the teaching staff, parents, mothers and/or primary caregivers have a respectful, responsible, constructive, democratic and non-violent treatment with girls, boys and young people; as well as a more conscious performance of its role as main actors, and the establishment of limits, prevention of violence and the establishment of bridges of coexistence.

The model also proposes to contribute to improving the quality of the environment, the links established by adults and children in their environment, the stability, intensity and security they provide, developing children's self-protection skills and strengthening the social, emotional skills



in caregivers and teachers helping to mitigate, prevent and respond to violence, strengthening the work of caring for and accompanying children that not only contribute to giving meaning to the educational relationship and the exchange, assistance or help, but to emphasize the importance of empathy, affection, and emotional ties that come from admiration and respect.

This **will involve** the active and positive participation of parents and primary caregivers in their responsibilities in the upbringing and development of children from the earliest stages of life, while taking into account what is established by the Convention on the Rights of Children, recognize that parents have common obligations regarding the upbringing and development of the child. Added to this, the degree of participation and empowerment of parents, in the development of children. The participation and involvement of both parents is important, especially for the self-esteem and security that this generates in the child.

Family life **will be encouraged** to provide a stable home that is a safe and protective place for each of its members, prevailing a protective environment, respect where you can live in peace and without violence in which children receive affection and they are fulfilled as referred to in the Preamble of the Convention, where the principle enshrined in the 1959 declaration is retaken, recognizing that "the child, for the full and harmonious development of his personality, must grow within the family, in an environment of happiness, love, and understanding" That is why positive parenting patterns will be fostered with awareness, systematic responsibility towards children, that will promote in the child the security and confidence, with a child's emotional and experiential base in an affective environment that is built with the bond of a relationship between two people developing in the child a positive self-image and feelings of self-acceptance, self-confidence and self-esteem as they know that the adults in their

environment love them and that they are important to them, because they feel loved.

Ties within the community of children and adolescents will serve as the basis for their development. In the community environment is where you will find references, models and security for their healthy development and self-protection. The existence of community-based networks and organizations will be key to strengthening their skills.



3.1 Model Overview

Name: Safe and Protected Children

Focus groups

- Children and adolescents aged 6 to 14 years of age
- Mothers, parents and primary caregivers
- Education Personnel/Community Volunteers
- Community leaders

Final goal

Contribute to children, adolescents and young people from 6 to 14 years of age, develop in safe, protective family and school environments, and are recognized as agents of change that promote violence-free relationships

Intermediate results

R1 To help mothers, fathers, primary caregivers and education personnel maintain positive, protective and violence-free relationships in the home and in school settings

R2 Contribute to children and adolescents having the necessary skills to feel self-confident, be resilient and maintain positive relationships free of violence

R3 Strengthen protective community environments that facilitate and advocate for and for the well-being of children and adolescents aged 6 to 14

Short description of the model

The Safe and Protected Children model focuses on the prevention and reduction of multiple forms of violence in children and adolescents, which manifest themselves in different areas such as home, school and community. It also strengthens skills and capacities for friendly and safe environments, peace building, upbringing and positive discipline for girls, boys, adolescents, caregivers and teaching staff.



3.2 Why program models?

Program models have been identified as a way in which ChildFund can maximize its programmatic and impact strength while standardizing programs and going beyond program implementation by providing all the elements necessary to plan, implement, monitor and follow up on the model during the program cycle, as well as ensuring cross-sectoral organizational priorities that are reflected through the model. They are also an opportunity to incorporate the child protection lens, rights, gender and diversity into the program and community protection mechanisms for children and adolescents and to include sponsorship management in programming.

Therefore, the Program Models are a way to make the region's programs more strategic, focused, more effective, more standardized to position the organization in the future with more valid, verifiable and strong data and measurement with the programs internally and externally. It strengthens the work with strong partners for the implementation of the models and improves the monitoring and evaluation system between different countries.





3.3 Logical framework

A results framework includes the goal of the model and the corresponding higher-level objectives, as well as the immediate results that we want to achieve with the implementation of a Program Model as well as with the participating children and identified impact groups.

In coordination with the Program Team of the International Office of ChildFund, the Logical Framework tool has been selected to guide the design of the Program Models.

The logical framework is the tool that facilitates the process of conceptualization, design, implementation and evaluation of the program, with the purpose of providing a structure to the planning process and communicating in a logical manner the scope of it. For the design of the Program Models of the Americas Region, a logical matrix with immediate and intermediate results has been considered in order to better monitor the advances of the model throughout its five years of implementation. The logical framework that has been proposed for the co-creation of the Program Model has the following **logical structure:**

FINAL RESULTS	Change of state (shared individual, family), maximum long-term outcome.
INTERMEDIATE RESULTS	Changes in behaviors and practices, mid-term results
IMMEDIATE RESULTS	Change in access, capacity, knowledge and skills after intervention
PRODUCTS	Completed and consolidated processes in the target population as a result of the intervention
ACTIVITIES	Operation of the project. Series of actions carried out with the target population

For the Safe and Protected Child program model, a logical framework has been established, shown below at the product level.

[See Annex 3](#)

LOGICAL FRAMEWORK SAFE & PROTECTED CHILDREN

**Final Result Status
Change (individual,
family)**

Contribute to girls, children, adolescents and youth aged 6-14 years unfold in family, school and community safe and protective environments and are recognized as agents of change that promote violence-free relationships

**Intermediate
results
changes in behavior
and practices**

R1. Contribute to positive, protective, violence-free relationships between mothers, fathers, primary caregivers, and educational staff in the home and in school settings.

R2. Contribute to ensuring that children and adolescents have the necessary skills to feel self-confident, to be resilient and to maintain positive relationships free from violence.

R3 Strengthen protective community environments that facilitate and advocate for and for the well-being of children and adolescents aged 6-14.

**Immediate results
Change in access,
capability,
knowledge, skills**

1.1 Strengthen knowledge and positive parenting skills and coexistence for mothers, fathers and caregivers primarily to reduce behavior of violence against children at home

1.2 Improve educational personnel capacity to promote conditions that generate resilient and peaceful school environments.

2.1 Improve social-emotional self-protection, and interpersonal competences of children and adolescents.

2.2 Promote safe actions lead by children and adolescents to promote safe, secure and Resident environments.

3.1 Improving relationships Between the educational community (home-School-community) To promote protective community environments

3.2 Improving ability of Communities to advocate and promote the active participation and leadership of its members strengthening Community protective environments

Products

1.1.1. Mothers, Fathers and primary caregivers trained on issues of self-knowledge and wellbeing, positive relationships between adults.

1.2.1. Educational personnel trained in positive discipline techniques at school / college.

2.1.1 Children and adolescents trained in social emotional skills and resilience

2.2.1 Children and adolescents propose and / or implement actions that promote safe and peaceful environments (projects, campaigns, research, etc.)

3.1.1 Educational Community implements actions of peaceful coexistence at Community level (fairs, forums, theaters, debates, etc.)

Advocacy 3.2.1 generated by community leaders at the local level

1.1.2 Mothers, fathers and primary caregivers trained in positive parenting techniques and discipline at home

1.2.2 Schools/ colleges develop and/or improve their coexistence plans

2.1.2 Children and adolescents trained in self-protection

2.2.2 Children and adolescents recognize and safely using information technologies (ICTs)

3.1.2 Accountability processes involved accounts at different levels

1.1.3, Parents and primary caregivers know how to prepare and what to do in an emergency

1.2.3 Schools know how to prepare and what to do in an emergency and take action and preparation in the school environment

2.1.3 Children and adolescents know how to build relationships with peers

2.2.3 Girls, boys and teenagers know how to prepare For an emergency and what to do during an emergency preparation in the school environment



3.4 Child Protection Lens

ChildFund's intervention in child protection recognizes that violence has complex and multiple roots that cross through various planes of the lives of children and adolescents. From the ecological perspective it is recognized that the relationships and interactions that children and adolescents in their daily lives have at different levels in the environments where they interact with a set of organized and related structures (home, school, community, society, etc.) which may well enable or inhibit the enjoyment of their rights and affecting the evolution of their life plan.

With this approach, ChildFund defines actions to systematically affect various levels of the child's and young person's ecological-social environment in favor of their well-being and protection with a safe and protected model of children that includes interventions at different levels. These initiatives seek transformations and improvement in school and family environments as in other areas of the micro-system of children and adolescents that influence violent behavior. For example, they understand the deployment of initiatives to break violent patterns of relationship between peers, mother-father-young, teachers and students, community-children/youth and that involve such actors towards a community protection system. They also include the introduction of knowledge and skills that enhance the development of socio-emotional skills and strengthen the resilience of the child girl and young person to overcome positively in different situations. Likewise, an effort will be made to strengthen or develop Community Mechanisms for Child Protection (i.e. committees, groups, networks) in the community, forging local collaboration with the municipal and national child protection system.

3.5 Technical Standards

The Safe and Protected Children model includes components that are the product of the experience that ChildFund has had in the work developed in training with parents, mothers, primary caregivers, teachers and community volunteers in the implementation of different programs and methodologies, which count with evidences that have been evaluated or systematized. Guided by the technical standards according to the theory of change and the reference manual for life stage 2, standards have been selected for the prioritized pathways strongly linked to the model proposal.



Standard pathways and standards

Standards related to program model

<p>1.</p> <p>Children teenagers Young people with committed parents and caregivers</p>	<p>Children and young adolescents positively cared for by primary caregivers who have access to parenting education and networks of committed support</p>	<p>1. Learning relationships</p> <p>2. Regular contact points</p> <p>3. Motivating facilitators</p> <p>4. Facilitation techniques using effective adult learning techniques</p> <p>5. Guidance and training</p> <p>6. Collecting support from Community leaders</p>
<p>3.</p> <p>Positive Relationships with committed adults and peers</p>	<p>Children and young adolescents have positive relationships with peers and adults.</p>	<p>1. Children have positive relationships with their parents/ caregivers and extended family</p> <p>2. Children develop and maintain positive relationships</p> <p>3. Children have positive relationships with teachers, school staff, coaches, mentors and other adults who are not their family</p> <p>4. Communities promote positive cultural identity in children and establish safe places for children to develop relationships.</p>
<p>4.</p> <p>Community Leadership committed to education</p>	<p>All families are involved in their children's learning.</p>	<p>3. Community members are actively involved in education.</p> <p>4. Parents have the skills, knowledge and tools to support their children's learning.</p> <p>6. Schools have partnerships that support education.</p>



6.	Life skills for committed wellbeing	Children, adolescents and youth demonstrate and understand life skills.	<ol style="list-style-type: none"> 1. Children receive a holistic training about Life Skills. 5. Integrating Life Skills Requires Adequate timing and sequencing. 7. Life Skills facilitators have appropriate and access to quality and skilled training opportunities. 9. There are effective partnerships between the School, Family and Community.
9.	Safe committed learning environment	Children, adolescents and youth feel safe in their learning environments.	<ol style="list-style-type: none"> 3. Students are free of violence among peers. 6. Learning environments are free from gender violence and sexual exploitation. 7. The educational personnel enforces protective practices and positive discipline.
10.	Positive engagement for children, adolescents and youth	Children, adolescents and youth feel valued, they are confident and have a sense of belonging at school, at home and in the community.	<ol style="list-style-type: none"> 3. Families provide stimulants to build competence, confidence and sense of belonging in children and allow them to participate in the community dynamics. 4. Formal and non-formal Educational staff, staff provide a supportive environment for positive engagement. 5. Communities provide stimulating environments for active participation of children.



Theory of Change, Life Stage 2

The selection of methodologies to address the various curricula in each thematic axis and for each target group has been made based on a review of the methodologies that the various country offices of ChildFund in the region have identified as successful, because they have been designed and/or implemented and proven in their respective contexts. However, it takes note that not all methods tested by ChildFund have been applied in all countries of the region. Hence for building the curriculum content, it is suggested to use ChildFund proven methodologies and other methodologies that can be applied to address different contexts.

On the other hand, since methodology is a tool for transmitting specific key content, the presence or absence of a methodology should not determine the content to be taught, but rather, the key issues to be addressed should guide which methodology to use.

The prevention and reduction of violence against girls and boys from 6 to 14 years of age that assures and promotes safe environments, starts from the perspective of family coexistence, where warm and responsive relationships are created that will allow the family to act assertively with their children, preparing them for the respect of human rights, the freedoms and individual guarantees values of coexistence, and the tolerance that allows to establish a good communication, facing the problems with peaceful solutions that allows to diminish the risk factors generating a climate of security, trust and mutual support to the rest of the family.

For this, the model includes the following components:

- Positive parenting
- Positive discipline
- Positive relationships
- Friendly and safe environments
- Peace building
- Disaster risk reduction

The practice sessions aimed at children aged 6 to 14 will be between 45 and 60 minutes (depending on the time allocated for class time in schools). 60-minute sessions for non-formal (community) spaces. As much as possible, the group should be kept together. If very large, divide it into two working groups (each supervised by an adult person.) Frequency two sessions per month, for 10 months. One month to evaluate, reflect and plan.

Life skills will be worked on in terms of the developmental stage of children and adolescents (work from 6 years of age and deepen each year). To work on life skills as transversal areas that apply to thematic contents, one must also work in age groups so that the cognitive and social maturity of children and adolescents is similar (6-8, 9-11, 12-14 years). It is suggested that the topic of ICT and social networks begin at 10 years.

The group sessions with parents, mothers and primary caregivers will last 2 hours, with 20 to 25 participants. One month will be dedicated to evaluate, reflect and plan; in the following years, evaluation and reflection is considered an important input to guide the process and confirm the reinforcement of content or frequency.



Group sessions with personnel and community volunteers will be held in two-hour sessions; in the same way it is necessary to evaluate and reflect on the progress and the need to guide the content and sessions.

Group sessions with community leaders with 20 to 25 participants will be sessions of 2 hours each.

In the case of families with the presence of a mother and father, both are invited to participate in order to promote co-responsibility in the educational process that results in the positive upbringing and protection of their children. When it comes to sessions that are geared towards parenting, support for children and their protection, sessions will first be held with mothers, fathers and caregivers, and then the correlative session with children and adolescents. In both cases, the levels of literacy management will be identified in advance to prepare the activities and the training material; as well as the socio-cultural composition of the group to analyze the relevance of the language and approach used. Thematic sessions will be coordinated with educational personnel, in which case mixed groups will be formed (sex, audiences), there will be a facilitator per group.

The sessions will be organized sequentially, given that first, the educational staff and community volunteers must be trained, then (or simultaneously) the parents and primary caregivers, and then the children and adolescents. Depending on the issues, community leaders are trained at the same time.

The **fairs** will last for two to three hours, divided into stations to address the themes of the different program models, to be held in community spaces, with the participation of the entire community and encourage activities to be proposed and even led by girls, boys and adolescents to address the issues and key messages worked on during the sessions. The role of educational staff, community leaders and volunteers will be to support the planning, organization and active participation of children and adolescents; parents, mothers and caregivers; promote the participation of the entire community and manage public spaces in the case of not having the spaces of schools. Once a year, at a fair, there will be an act of accountability directed towards the community.

The facilitators or educators are the point of contact to carry out all the activities of the components with a combination of responsibilities to develop training, permanent visits to schools or in the communities that allow accompanying, sharing, reflecting and facilitating learning processes and of the sharing of experiences. This involves increasing the capacity of the facilitator with initial training of the curriculum and methodologies; followed by an orientation and continuous training, reflections and feedback on how they are doing the training, accompaniments for feedback and updating.

The profile of the facilitator for the sessions are:

1. **School spaces:** technical staff of the partner, teachers/ educational personnel of the school (preferably tutors of the students); or Psychologists or counselors from the student guidance department (if any); or adult person with professional training in working with children in the classroom. Non-school spaces: volunteers from the communities.



2. Facilitation and communication skills with diverse adult and children, adolescent and youth groups.
3. Knowledge of the issues to provide answers to questions and concerns of children, adolescent and youth and adults.
4. Ability to manage diversity and value non-traditional points of view.
5. Skills to facilitate dialogue, provide information in an attractive and clear manner.
6. Be able to talk about sensitive issues, and recognize when to divide the group between boys and girls, men and women.
7. Knowledge of the social, cultural, local and historical reality.

The profile of the facilitator for the fairs: Support team made up of technicians, volunteers, community leaders, educational staff, parents, mothers and caregivers, members of the protection committees.

Training during the first year: For children and teenagers will be trained by personnel/community volunteers.

The education staff/community volunteers will be trained by ChildFund experts/technicians in intensive sessions to ensure that their training process is complete before beginning the training for children and adolescents. Thus, it is expected that educational staff and community volunteers are prepared in advance to address / resolve any questions that children may have in their sessions,

and accompany the process of children and adolescents with proper training. The intensive sessions will be 2 days of 8 hours each in a weekend for each thematic area, during the first year (total of 10 days of 80 effective hours of certified training). They will include facilitation dynamics for working with children and techniques to work on life skills. Prior review of material is required by facilitators to be trained. During the following years: 2 days of 8 effective hours of training to update or reinforce content only once in the year. Children will be trained by teachers/educational staff/community volunteers (1 facilitator for each group of maximum 30 children and adolescents).

Parents, caregivers and community leaders will be trained by technical team of Local Partners, considering that in this process volunteers can be added and replicated as a trainer of trainers. Prior review of material is required by facilitators to be trained.

The educational staff/community volunteers during the first year will be trained by Local Partner experts/technicians in intensive sessions to ensure that their training process is complete before beginning the training for children. They will include facilitation dynamics for working with children and techniques to work on life skills, which the same educational staff/volunteers will work on themselves. Prior review of material is required by facilitators to be trained.

During the first year, the same facilitators who train parents, primary caregivers (formed by experts/technicians from Local Partners) can be the facilitators of the community leaders, since the basic contents are the same, and the facilitators could be trained with an integral focus of the thematic areas, to be able to tailor their approach for both target groups. Community leaders are formed by community volunteers (1 facilitator for each group of maximum 25 parents, mothers and caregivers).



3.6 Support developmental milestones of children:

The model emphasizes working with **children from 6 to 14 years old**, a period in which they grow physically and develop skills at the motor, autonomy, thought, language, reading and writing levels and social emotional levels. These significant **behaviors, skills and events** unique to a child's life such as learning to: write, read, make new friends, express ideas, express opinions, etc. Detail those unique moments in each of the ages:

CHILD DEVELOPMENT MILESTONES

Age	Developmental milestones / behaviors and skills
6 years	Build confidence in the school environment
7 years	The process of reading and writing begins
8 years	Strengthen self-esteem in relation to their school environment
9 years	Strengthen confidence in academic abilities, participate in extracurricular activities and also sports
10 years	They build trust in their community environment
11 years	Start of pre-teen, physiological changes to enter puberty
12 years	Begin to have romantic relationships
13 years	Increased experience in sexual violence and cyberbullying
14 years	Greater risk of engaging in risky behavior

Source: Life Stage Theory of Change



3.7 Sponsorship and Program Integration:

3.7.1 Integration of Sponsorship and Programs

Integrating Programs and Sponsorship involves the understanding that sponsorship is a vehicle for development. Furthermore it includes recognizing that sponsorship allows for resources to implement long-term programs; through communication, connections are created between sponsors and children and a greater understanding by the sponsors is achieved regarding: the reality in which children and adolescents live; the elements necessary to transform that reality and what a development organization like ChildFund, together with its partner organizations, is doing to achieve this transformation. Thus the organization creates not only friendships, but solidarity, exchange of cultures and the realities of girls, children, adolescents, young people and sponsors, and potentially helps to construct a network of volunteers at the global level that seek making a difference in the lives of children and adolescents.

Integration also includes ensuring that the communication and interaction occurs in the same spaces where program activities are implemented; that way operational efficiency is achieved, but above all we transmit in sponsorship communications the emotions, satisfaction, joy, and achievement, that our interventions gave children, adolescents and young people and their parents and others in the community, which helps connect the sponsor and other audiences with the children and with their community and with the development process that goes with it.

To achieve integration between programs and sponsorship requires a comprehensive approach work at all levels in the organization from the strategic to the operational, and with it the intention to put into practice and work in that way. If the approach of our work is complete, the connections between these two areas are visible and if we add the intention, we make it possible.

3.7.2 Magic Moments in the Articulation of Sponsorship and Programs

Magic Moments is a strategy of integration between programs and sponsorship that allows us to capture emotions and achievements to transmit through sponsorship communications and other ways to the sponsor and others and contribute to achieve bonds of solidarity and development.

These are called Magic Moments, or the special or significant moments in the life of the population participating in our program interventions, which are captured in contexts where programs are implemented and shared with different audiences through photos, testimonials, stories, interviews and other means of communication to connect the population participating in programmatic actions with; sponsors, authorities and others concerned with local realities in which ChildFund and its partner organizations seek to impact and transform.

When a Magic Moment is shared, it is an invitation to audiences to enter the program session and get to know the reality and the development process that children, adolescents and youth (CAY) and other participants experience. This invitation tries to empower, engage the public with the development process of children and youth and their communities. The content of Magic Moments that conveys emotions, achievements, impacts, realities and seeks to achieve connections can contribute to other purposes and audiences that the organization and partner organizations want to achieve. Magic Moments content can contribute to political advocacy, marketing, communication, partnerships, philanthropy, etc. Communications of today, with new technologies and social networks allow to easily connect with people and institutions to bring about positive changes in the lives of children, their families and communities. Magic moments allow us to innovate our way of communicating.

Magic moments promote the celebration of developmental milestones of children and adolescents achieved in the implementation of program models and capture those moments to share with different audiences, donors, sponsors, local authorities, other organizations, and communities in general, etc.



The developmental milestones that are celebrated are events, behaviors, skills achieved by children that are shared through communication pieces: written, verbal, and graphic images that can be shared and socialized at different levels. The bet, is that, through the evidence of Magic Moments, audiences are invited to be part of the development process of children and their commitment to this process is strengthened.

Magic Moments can also capture other moments, other "magic" that happens in everyday life and captures feelings, changes in knowledge, practices, behaviors the program models seek to achieve; the magic moments can also capture the magic of closing a process, the completion or fulfillment of a goal. It is vitally important that the local partner organizations' staff understand, on the one hand, its role as an agent of change, is committed to the development process that it is part of and; that it is sensitive to the reality of childhood and adolescence. It is important to know the proposed program that it implements in depth, as well as the results and changes that are to be achieved. With that awareness and their technical knowledge, partner organization staff should be aware of when a magic moment occurs, to capture and document it and then later share it.

It is vitally important that the local partner organizations' staff understand, on the one hand, its role as an agent of change, is committed to the development process that it is part of and; that it is sensitive to the reality of childhood and adolescence. It is important to know the proposed program that it implements in depth, as well as the results and changes that are to be achieved. With that awareness and their technical knowledge, partner organization staff should be aware of when a magic moment occurs, to capture and document it and then later share it.

3.9 The curricular content, methodology and tools

The **Curricular content** tool is a matrix where the information can be found in detail, making reference to attention groups, competences, themes, methodologies and technical standards for the implementation of the model.

In addition to the curricular content tool, there is the **Content Implementation Map CIM** is a planning tool where the modules, sessions and attention groups are located; it allows to clearly identify the operation of the model in a longitudinal way, that is, its implementation through the years. It consists of coding that make it possible to identify how the different modules within the Model are organized in each of the years.

In the Safe and Protected Child model, **modules** will be implemented specifically aimed at girls, boys, adolescents, teachers, caregivers, mothers, fathers and community leaders, organized and oriented in relation to content in the curricular content matrix and according to a timeline as described in the Content Implementation map. See also the informative **brochure** of the program.

3.9.1 Module # 1 friendly environments and Insurance

It will allow a process of formation to know the processes and manifestations of violence in the school environment (understood as teachers, students, administrative body, parents and educational authorities), with the family, personal and community environment. Address issues such as: family violence, bullying, cybercrime, substance use and abuse, risk factors in the environments and contexts of the community prevention of sexual abuse.



3.9.2 Module # 2 Positive Relationships

The module allows the development of socio-emotional learning skills in girls and boys, who once mastered can develop the ability to control actions, guided by beliefs and values, develop interpersonal relationships, solve conflicts and everyday problems and adapt to demands in their growth and development. Developing.

Social and emotional skills are important for the successful development of thought and learning activities that are generally considered as cognitive skills. It will also promote a healthy and harmonious coexistence through the promotion of a close, stable, respectful and warm relationship of children with their parents, caregivers and teachers, improve social relations and communication skills, problem solving, feedback positive, limit and consequences used consistently.

3.9.3 Modulo # 3-Peace building

The peace building component that links school, community and advocacy will contribute positively in the development of knowledge and prevention, detection and referral of cases of violence, strengthening the skills of the different actors of the community in general and improving school partnerships. The people of the community to ensure the welfare, development and protection of children must recognize the negative impact of violence on children and adolescents and carry out coordinated actions to reduce impact.

3.9.4 Module # 4-Risk Reduction and Disaster

In this module it is possible to link life skills that will allow the construction of an emergency preparedness plan, as well, focused on a school environment that connects with the home and the community; emphasizing the skills of the participants to overcome in the face of a crisis or emergency and strongly connected with the protection approach and how the model allows to respond to the protection of children punctually in an emergency as the priority.

3.9.5 Module #. 5-Magic Moments

The Magic Moments are those special moments in which development milestones in girls, boys and adolescents are reached during sessions in the implementation of the program. It can be something simple or something more heroic, but the important thing is the special feeling that was experienced. These Magical Moments occur naturally in each program session, the task is to document, share and celebrate with the family, in the community, with sponsors and other audiences involved in the process.





3.10 Training and ongoing support

As indicated above, the clear roles and responsibilities and the strong partnership between ChildFund, local partners, community organizations and the government will promote the Safe and Protected Child Model.

The analysis of the situation and the tools of the community action cycle can provide additional information in support of these partnerships, as necessary. Ensuring that these functions and responsibilities are established from the beginning is essential. Next, the program model develops knowledge and skills through a series of trainings for ChildFund teams, community partners and government.

The knowledge and skills are practiced and reinforced in periodic meetings, with the support of supervision. Each step of this learning process engages ChildFund teams, the community and government partners, developing leadership in key areas, laying the foundation for sustainability. ChildFund is collecting evidence in various contexts to show that governments are willing to incorporate programs for parents as part of their existing programs for the development and protection of children given their effectiveness and demand from the community.

3.11 Risk Analysis

In a risk matrix, the model identifies seven threats considering the situation and vulnerability, this allows establishing the level of risk at the high, medium and low levels. To obtain the risk matrix, the different scenarios that the program faces and its impact are taken into account. [See Annex No. 13](#)



IV. MONITORING, LEARNING AND EVIDENCE-BASED ADVOCACY

The model allows a direct follow-up to the interventions and a reflection of the annual and long-term programmatic impact and effectiveness that are linked to processes of advocacy in the future.

4.1 Partnership agreements:

The partnership agreements will allow the implementation and follow-up of this model and will be negotiated with the country office after having been selected to work together for the implementation of the program model

4.2 Disaster Risk and emergency response

Risk management child-centered model program.

Children are the focus of all results of risk management interventions. It focuses on supporting parents and educators so that there are opportunities for child development, putting in place the mechanisms that protect and safeguard children from physical and psychological harm. Additionally they go to the party with the development of the capacities of parents, caregivers, educators and local administration to build and create the bases of support and mechanisms of protection for the child.

The reduction of risk centered on children is directed towards children of school age, youth and adolescents. It is designed to develop in a participatory way practical skills and basic knowledge on how to identify risks, and prepare to respond to threats and special events. This also includes the active participation of parents, community leaders and their structures, as well as caregivers, educators and service providers.

Focus or the most extensive part is the work in schools where children and young people will learn the basic understanding of disaster risk management through curricular and extracurricular activities. Interventions and extracurricular activities, which aims to involve young people as agents of change and advocacy community school environment are also included. For which first they must be taken into account and heard.

With this approach, children, youth and adolescents can participate in the planning and implementation of disaster risk management activities and gain on-site experience on risk management and emergency response, with special emphasis on safeguarding of their rights and protection mechanisms. This must be done in parallel and in a participatory manner with the community as a whole, putting into practice the mechanisms of community protection.

4.3 Sustainability strategy:

The proposed program model is aligned with the Sustainable Development Goals, focus on child protection; the implementation of the same contemplates actions with local actors such as schools, communities, families, owners and guarantors of rights; long-term proposal that considers the different moments and the articulation with the community protection mechanisms.

4.4 Monitoring, Evaluation and Learning (MEL)

4.4.1 How do we know about the quality and success?

Monitoring, Evaluation and Learning are essential for the good design and management of the Programs, and not only at the beginning and end of the process, but at all times. Monitoring, evaluation and learning provide the basis from which the results of a program can be identified, measured and evaluated in a structured, standardized and timely manner. Monitoring, evaluation and learning provide timely feedback on the progress of the programs in order to make appropriate decisions about how to proceed. The information that is collected and analyzed helps to provide standardized, accurate and timely data on the activities, products and results of the program. This, in turn, allows to know about the quality and success of the program. Monitoring, evaluation and learning serves as a tool for accountability both internally and externally. It provides evidence of progress and achievements that can be shared at different levels and that allows supporting Advocacy and Advocacy actions at different levels, based on evidence. There are many ways to manage programs and projects, ChildFund International has adjusted and adapted design tools,

existing planning and tracking, which have been used over the years in the world of development, therefore, system monitoring, evaluation, knowledge management and learning ChildFund has compiled and adjusted tools that can generate evidence at different levels of monitoring and evaluation they have been defined as an organization. To determine if the programs implemented in the territory are quality programs and have had the expected success ChildFund has a system of monitoring, evaluation and learning whose approach is based on the program management cycle. For ChildFund monitoring, evaluation and learning is a systematic process that includes the stages of design, planning, collection, analysis, communication, accountability and continuous improvement related to the progress and results of the programs implemented in the territory; meaning it's a fundamental piece that provides the basis for managing programs in a structured, standardized and timely manner. Through this approach to monitoring it is achieved by having information and inputs to sustain the quality and success of programs, hence the importance of these processes as it allows both partner organizations regarding ChildFund:

- Providing inputs at various levels for timely decision making;
- Generate sufficient and timely information for comprehensive monitoring, thus avoiding duplication of processes;
- Analyze the relevance between expenditure, activity and participating population, determining the cost efficiency of the actions implemented;
- Have results based on evidence;
- Promote knowledge management and learning that allows ChildFund and its partner portfolio to interact and generate knowledge in the short, medium and long term.



ChildFund 4.4.2 Approach to Monitoring, Evaluation and Learning (MEL)

In order to demonstrate the impact of ChildFund at a global, national and local level, the organization has defined a series of monitoring and evaluation standards at different levels:

1. Accountability standards;
2. Quality standards program
3. Program effectiveness standards.

These standards are directly related to each other and allow the generation of evidence on a permanent basis through the implementation of the programs. This information is organized in 3 levels of monitoring and evaluation that allows to better identify lessons learned and elements of continuous improvement.

- **M & E Level 1**

It is the basic level of monitoring; it allows gathering information on accountability related to the progress of execution of planned activities, the target population actually reached; collect information on participation, presence and relevant information on education and health of children and adolescents. It also allows to have information about the investment actually made in the programs.

- **M & E Level 2**

It offers a broad picture of the context of the communities; it allows having broad data linked to the conditions experienced by children in the areas in which the Programs are implemented. It is focused on the analysis, reflection and improvement of the programs; is part of the process of consolidating a strong core program (Strong Core Program).

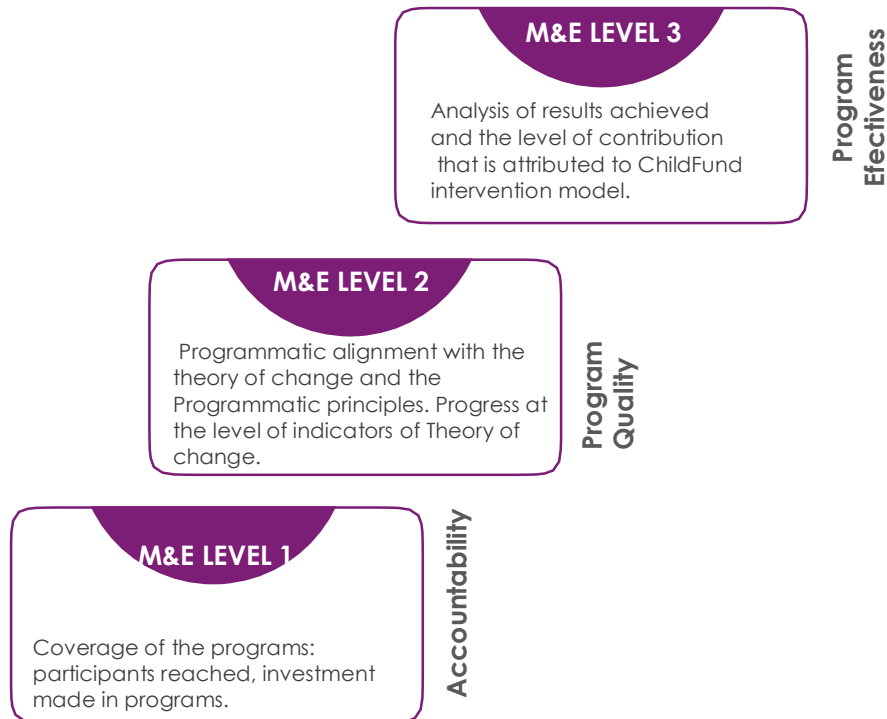
This level is analyzed:

- **Program Results:** to answer questions for example: are the results for infants, children, adolescents and young people raised in the theories of change per stage of life being achieved?
- **Program Quality:** to answer questions such as: Are the principles of organizational program⁹ and alignment with the theories of change being maintained?

- **M & E Level 3**

It is the one that allows focusing on the effectiveness of a specific Program Model and its results from an eco-systemic approach and not necessarily from the management. It aims to show the attribution of the achievements and the attribution of these to what ChildFund did. It is thought to contribute with evidence to the knowledge management and learning of the development industry

⁹ The ChildFund Program Principles are: Children's Rights, Root Causes, Evidence-Based, Agents of Change, Partnerships and Sustainability Relations.



In order to operate the ChildFund Monitoring and Evaluation approach, there is a series of tools that allow both ChildFund and partner organizations to effectively manage the programs implemented in the territory.

The tools that allow managing the planning, implementation and monitoring of the Program Models have been defined, adjusted and standardized in a participatory manner. These tools are part of the Regional Platform for Program Management and Monitoring and Evaluation, a technological solution that allows gathering information from the field and which facilitates the tracking of progress in real time.

Briefly described the main tools that are available.

- Logical Framework of the Program Model that includes indicators and means of verification
- Monitoring and Evaluation Plan
- Detailed Planning of the Program Model to plan goals at the level of number of activities or actions to be implemented in a period; Goal at the level of the target population to reach in a period and budget or investment to be made in a given period.
- Registration of participation in the activities that are part of the Program Model
- Forms of registration and registration of participants
- Surveys and forms that are part of Monitoring and Evaluation levels 1 and 2; and that include organizational processes such as the collection of information on the verification of the registered population (known as CVS), surveys to monitor the quality of programs and progress reports.
- KAP
- Budget execution reports
- Narrative progress reports
- Managerial dashboards, among others.



4.4.3 Quality assessment and continuous improvement

In the Safe and Protected Children Program Model, it has tools that support and are evidence of the quality and improvement of the program. In order to know the progress towards the results proposed in the Program Model, there are several tools that will allow to know about these advances and have elements that allow to evaluate the quality of the program and improve permanently. There are key tools in the Safe and Protected Children Program Model, **the Knowledge, Attitudes and Practices Surveys - KAP** that will allow monitoring the change in relation to levels of knowledge, attitudes and practices of mothers, fathers and primary caregivers.

These tools, articulated and triangulated with the process of **reflection of the quality of programs**, which is part of **M & E level 2**, as well as with all the information generated as a result of the implementation of the program, will identify the key elements of progress as well as good practices and opportunities for continuous improvement.

4.5 Budgeting

For the detailed planning of the Program Model, it is necessary to take into account goals at the level of coverage in relation to the number of actions to be carried out, the target population that will participate in the different actions and the budget that will be allocated for the implementation of the model.

Important elements to consider for budgeting are the technical standards and methodological guidelines specified in the Curricular Implementation Map (CIM), detailed **Curricular Content** as well as in the **Manuals and Methodologies** to facilitate the sessions and the different activities.

It is also necessary to take into account the guides on **Magic Moments**, where the type of actions to be taken is described to capture the experience of the project, which includes but is not limited to taking photographs, success stories and short videos, among others. In this sense, it is important to distinguish the expenses derived from the activities of the Magical Moments, which should be included in the budget of the program model, of the Sponsorship Management activities of the partner organization, which should be considered in the Transversal Axis of Sponsorship.

Similarly, for the integral management of this Program Model with other models proposed by ChildFund, and its proper management in the territory, investment and specific actions related to Community Protection Mechanisms must be budgeted in a transversal manner and taking into account the dynamics and context of the territory.

ChildFund has determined a series of expenses eligible for the costs that are applicable to the nature of the programmatic model and also that they are reasonable, that is, that their nature and amount do not exceed a prudential framework.



In this section a brief description of the categories of expenditures required for the budgeting of the different activities of the Program Model is made; in the annex of financial guides of partnership you can find more detail and guidance as well as information on the levels that should be considered for the coding of the activities of the Program Model.

Expense category	
TECHNICAL STAFF	
All compensations for services rendered by the personnel hired for the execution of the activities of the program model (full-time, part-time or temporary)	
<p>Eligible expenses are</p> <ul style="list-style-type: none"> Salaries, exclusively of the personnel approved in the Annual Operative Planning (AOP) Social benefits provided they are contemplated by law The salary increases approved in the AOP, therefore, must be identified for review and approval Eligible expenses will be recognized as those contemplated and clearly described in the AOP 	<p>Ineligible expenses are</p> <ul style="list-style-type: none"> Fines or costs associated with non-compliance of the country's labor laws Wages and benefits that are outside those detailed in the AOP and budget approved new or temporary staff who has not been previously approved
PROGRAM SESSIONS	
Expenses related to the programmatic actions to develop and strengthen the competences of the different groups of participants, such as:	
<p>Eligible expenses include:</p> <ul style="list-style-type: none"> Food and transportation exclusively for session participants described in CIM Materials needed and eventually, Facilitators fees provided they were external facilitators 	<p>Ineligible expenses include:</p> <ul style="list-style-type: none"> Food and transportation for people who are not involved in programmatic actions Cost of food and refreshments that do not fall under the policy of the institution Activities outside the intervention area who do not have prior authorization

**HIRED SERVICES**

Expenses related to the hiring of consultants to provide specific advice and / or services, which are directly related to the achievement of the objectives set

Eligible expenses include:

- Services usually of short term and provided by independent contractors. The staff providing these services are not employees of the Partner Organization and are not eligible for work benefits.
- The AOP must attach a summary of planned hiring for the year, including the specific objective of the hiring and the time required.

Ineligible expenses include:

- Costs associated with negligence in the application of the different types of contracts.

MATERIALS

All expenses on supplies and materials required for the implementation of the program model activities.

For example, educational materials, supplies, stationery. This category also includes all minor equipment expenses, that is, all those that by their nature are consumable and do not last over time, therefore they are not subject to depreciation or accounting activation.

TRANSPORT

Eligible expenses include:

- The expenses incurred by the staff during the course of the implementation / administration / monitoring of the projects. These expenses must be reasonable and must respond to a strategy of the local partner to optimize costs

Ineligible expenses include:

- Taxis from the office to the address or vice versa of the staff and members of the Board of Directors, except when they have extended meetings.
- Taxis or mobilization contracted on routes where there is public service and security conditions allow their use.

INCENTIVES

Materials that motivate volunteering skills that contribute to the implementation of the Program Model, based on an incentive plan attached to the Annual Operational Planning (AOP) for ChildFund approval

Eligible expenses include:

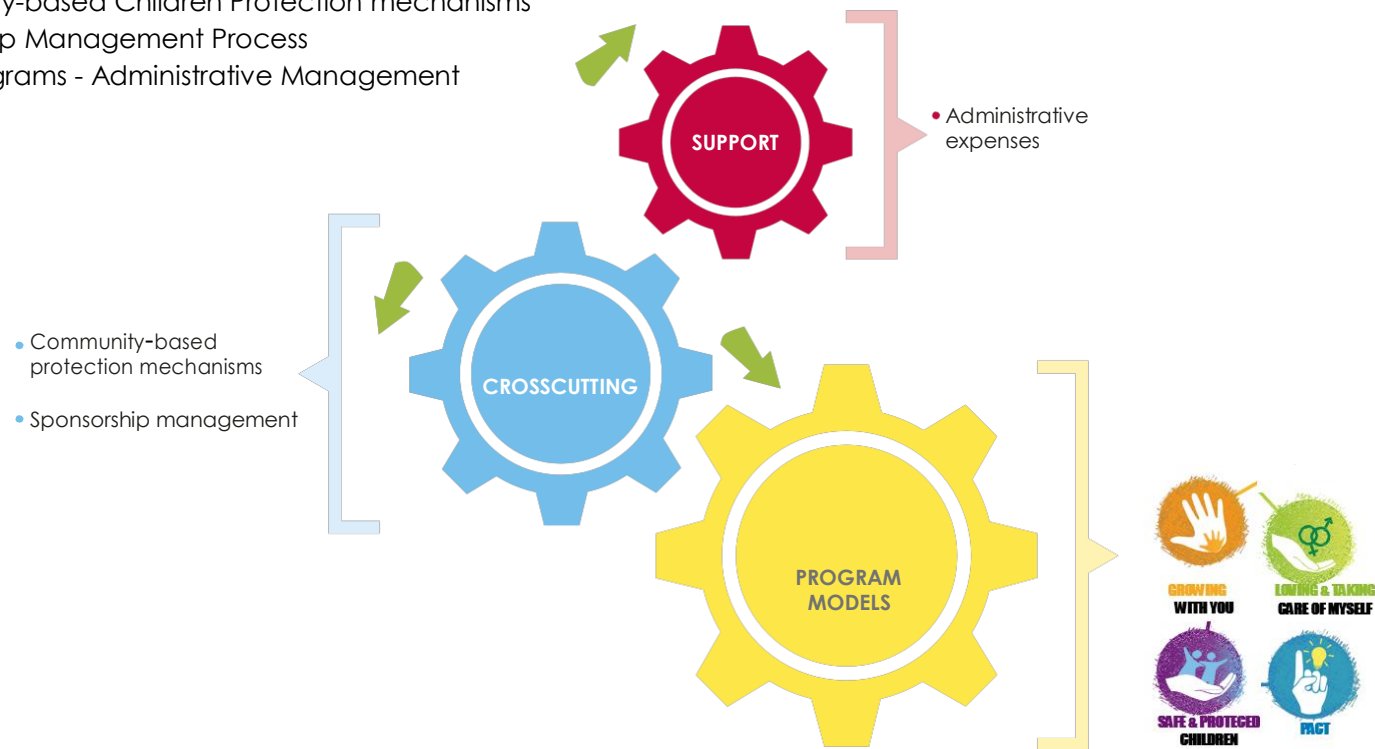
- Expenses related to Incentives for volunteers once a year, based on a proposal approved by ChildFund, which includes the list of volunteers.

Ineligible expenses include:

- Expenses for incentives not approved in the AOP

For the Management of the Program Model, which includes but is not limited to planning and budgeting. ChildFund has an M & E platform that is part of its Monitoring, Evaluation, Knowledge Management and Learning System in which the Plans will be drawn up. Detailed Annual Operations (POA). As previously mentioned for budgeting, the budget and investment that will be planned in:

- One or more Program Models
- Transversal component:
 - a. Community-based Children Protection mechanisms
 - b. Sponsorship Management Process
- Support Programs - Administrative Management



As part of a process of knowledge management and documentation of organizational learning once you have information on the investment made in the first year of implementation of the Program Model, you can determine the costs associated with its implementation in different contexts of the Americas Region.



4.6 Theoretical framework and instruments

As mentioned before, there is a series of tools that will allow monitoring the progress towards the results proposed in the Safe and Protected Children program model.

Below are described tools that will allow to measure the quality of the program:

I. Survey of Knowledge, Attitudes and Practices - KAP.

- **The purpose of this survey KAP**

It is to have an evaluation and monitoring tool to measure the achievements and progress towards the achievements of the competencies established for each target group with which the MCC of the Program Model "Safe and Protected Child" will be worked. The data that is expected to be obtained with the application of the Input and Exit surveys may be compared with each other, in order to measure the changes in time and / or among the population groups that could be associated with the activities of the program. The tools for the Entry and Exit surveys are the same, in order to make the respective comparisons.

- **Entry Survey:** will be applied at **the beginning of the implementation of the curriculum content of the Model**. The objective of its application is to establish a baseline (or baseline) of the knowledge, attitudes and practices existing in each target group, of the communities in which ChildFund will execute the Program Model.
- **Exit Survey:** will be applied at the end of the first year of implementation. The objective of your application is to collect the data

on the knowledge, attitudes and practices that people have acquired in each target group after having participated in the training sessions provided in the curricular implementation map. When **comparing the data of the Exit Survey with the data of the Entry Survey (baseline), it will be possible to measure the progress of each target group towards achieving the competencies** established in the Program Model.

These advances **should be measured according to the goals and reference values set for the indicators** that ChildFund has determined for the results of the logical framework matrix of the Program Model. If considered appropriate, ChildFund could use the data collected by the **Exit Survey as a baseline for the second year of implementation. In this way, at the end of the second year of implementation**, the tool could be applied again, to measure progress against the baseline of year 2, and thus at the end of each year of implementation, the same process should be carried out until the end of the fifth year of implementation of the Model.

In addition to the objectives set specifically for this tool, it is considered appropriate to state that the CAP survey can mean an opportunity for ChildFund to raise information not only about the impact of its actions, but also about the local context, as well as to identify cases of abuse/ harassment / violence. Therefore, the importance of establishing the mechanisms / path of action to proceed in case of identifying these situations.

It is also important that the information collected through the survey strengthen the actions of monitoring, evaluation, accountability and knowledge management of ChildFund, so that it contributes to the analysis of the historical evolution of their work, and therefore, of the generated advocacy.



V. LEARNING COMMUNITY

The people who have participated in the co-creation process of the Model of Safe and Protected Children Program are:

Members of the Learning Community: Patricia Betancourt, Patricia Suhul, Alba Cap, Miriam Espin, Veronica Manrique, Elsa Diaz, Franco Flores.

Collaboration: Paul Bode, Mario Lima, Katharine Susman, Verónica Burbano, Brenda Chávez, Ligia Cajas, Daniela Naranjo and Javier Alvarado.



VI. ANNEXES



1. Matrix Partners
2. Potential Partners
3. Logical Framework
4. Strategy Document "Destination 2020"
5. Reference manual of theories of change of ChildFund
6. Theory of Change analysis matrix for Program Models
7. Map of Implementation of Contents
8. Curricular content
9. Methodologies that are part of the Program Model
10. Budget Guide
11. Survey of knowledge, attitudes and practices - KAP
12. Magic Moments Guide
13. Annex Risk Analysis NSP

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